

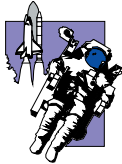





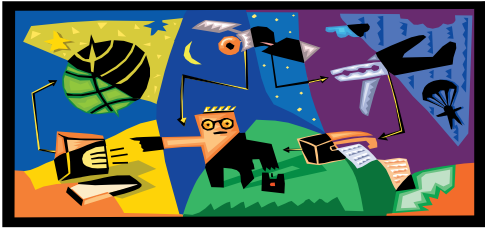

Display	Notes
<p><b>Goals and Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe Evaluation issues in an Online Distance Learning Class.</li> <li>2. Students will be able to describe how technology changes are impacting education and how future trends may be of critical interest.</li> </ol> <p><i>This week's lesson involves three areas of review and work that you should review. 1) Prepare your synchronous distance learning project and/or distance learning papers that are required for this class --Issues, Technology, Applications. 2) A Powerpoint presentation on the future of the technology schoolhouse...Where are we going? And, 3) Evaluation procedures for teachers and students in a distance learning environment.</i></p> <p>--+</p> <p>Over the last two to three years, a number of excellent materials have been produced to guide distance learning professionals in the difficult area of evaluation. Typical evaluation procedures found in the traditional classroom are seldom effective in the distance learning environment, primarily because the technology of delivery and the pedagogies used are not addressed in traditional evaluation instruments. Multimedia materials, teacher presentation techniques, interaction with students and technology are just not part of the typical evaluation instrument. Yet, in a distance learning environment, those materials and techniques are of vital importance.</p> <p>We'll first look at a unique Powerpoint Presentation by Dr. Vicky Dahn, former curriculum director at the Utah State Office of Education. Vicky was and continues to be a strong advocate for the use of technology in the classroom in Utah schools. She was instrumental in assisting schools in the 1990's with the ETI (Educational Technology Initiative).</p>	



**Date March 27, 2006    WebCt:-- Evaluation and Online Instruction    Lesson # 10**

Display	Notes
	<p>Activities to review this week...WebCt only. Be sure to read over pp 14-16 on this ISG for more information about these activities and readings.</p> <p>Powerpoint: Technology Changes for the Future--Dr. Vicky Dahn, Utah State Office of Education gave this talk at UCET 2 years ago.</p> <p>ISG 10...Evaluation and Online Instruction</p> <p>PDF Reading: Distance Learning--What Am I Doing Here...1 page” This article goes with the threaded discussion listed below (see item 13). Read first, try to get his comment , then post yours and his conversation!</p> <p>PDF Reading: Landmark Study Yields First-Ever Data on Distance Education in Elementary and Secondary Schools. Abstract 2 pages</p> <p>PDF Reading: Landmark Study Yields First-Ever Data on Distance Education in Elementary and Secondary Schools. This article is 97 pages long. It is not necessary to read the entire document, look at it on your computer and read only pages 1-17 (the text of document)</p> <p>PDF Reading: Teaching at an Internet Distance: the Pedagogy of Online Teaching and Learning-- (This report is rather long-60 pages, just review pages 34-42 on Online Evaluation</p> <p>Quiz 5 March 27 thru April 2. Modifying Content for a DL Course</p> <p>PDF Reading: Demonstrating Good Teaching, David G. Brown. 2 pages</p> <p>PDF Reading: Journal of Distance Education (2001) Monitoring Student Performance in Online Courses: New Game—New Rules, George Pappas, Ellen Lederman,Brooke Broadbent. <a href="http://cade.athabasca.ca/vol16.2/pappasetal.html">http://cade.athabasca.ca/vol16.2/pappasetal.html</a> (6 pages)</p> <p>EDNET Newsletter Reading: Training vs. Education Online Version 12/288/1999. See <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=159">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=159</a></p> <p>EDNET Newsletter Reading: How to Check Out Distance Learning Programs-- <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=802">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=802</a>. This is just about a website for checking into online degrees. Nothing specific to look. Just a reference</p> <p>Guest Speaker Next Week on EDNET</p> <p>Something fun to read: “Costello calls to buy a computer from Abbot. 2 page pdf doc.</p> <p>PDF resource: National Center for Educational Statistics DL K-12-abstract</p> <p>Ppt resource: National Science Digital Library 2006</p> <p>Threaded Discussion “Topic of the Week What am I doing here?” read the article (2 pages)Please comment.</p>

Display	Notes
<p><b>Technology in the School House</b></p>  <p><b>The Road Less Traveled</b></p> <p>1</p>	
<p><b>Connecting the Bits A Reference for Using Technology in Teaching and Learning in K-12 Schools</b></p>  <p>The National Foundation for the Improvement of Education <a href="http://www.nfie.org">www.nfie.org</a></p> <p>2</p>	<p>Hasn't this really been the problem in our schools for a long time. Are we truly thoughtful about the changes we make in our schools? Do schools jump on the latest educational bandwagon coming by? Educational Technology is NOT an end in and of itself. It is not a solution running around in search of a problem.</p>
<p><b>THOUGHTFUL!</b></p> <p>3</p>	





Display	Notes
<p style="text-align: center;"><b>Food for Thought</b></p>  <p><b>We are now at a point where we must educate our children in what no one knew yesterday; and prepare our schools for what no one knows yet.</b></p> <p><b>4</b></p> <p style="text-align: right;"><i>Margaret Mead</i></p>	<p>Some other things to think about.</p> <p>Successful distance education characteristics and practice include multimedia presentations. Using the “talking head” is not very effective. It is noteworthy that several of you have all ready commented that some EDNET teachers you have seen are nothing more than a talking head. That isn’t distance learning. It isn’t even good teaching. DL is based on the best educational theories and practice’s (pedagogy). Master teachers are often encouraged to be involved in distance education technologies rather than new teachers. You might ask yourself why?</p>
<p style="text-align: center;"><b>Food for Thought</b></p> <p><b>The trouble with our times is that the future is not what it used to be.</b></p>  <p><b>5</b></p> <p style="text-align: right;"><i>Paul Valery</i></p>	<p>Students have to have a sense of belonging to the DL classroom. They need to feel that they matter and are paid attention to. DL teachers need to focus on teaching to the camera and not neglect their remote sites or their local sites, especially if they have live students in front of them. They can’t teach to them at the exclusion of the remote sites.</p>
<p style="text-align: center;"><b>Digital Age</b></p> <p><b>Children are native to the digital age ... adults are immigrants.</b></p>   <p><b>6</b></p> <p style="text-align: right;"><i>Cheryl Lemke</i></p>	<p>Technologies available to distance learning teachers may also influence their teaching styles slightly. Teachers have to understand and be quite familiar with their local technology so they are comfortable teaching with it and it simply becomes a transparent tool. Teachers can become proficient with two-way discussions with students at multiple sites.</p>

Display	Notes
<p style="text-align: center;"><b>Food for Thought</b> Are we preparing students for our present, or for their future?</p> 	<p>The teacher can also use the technology for one-on-one discussions if necessary. It requires remote facilitators to be very active in the class so they can “zoom in” the camera to a student if need be. They shouldn’t have to be told to do that! Teachers can use video clips as “Trigger Videos” in their class. The technology should support that. Do you facilitator a favor though and be sure to have the videotapes cued up properly so they don’t have to waste time to find your favorite video segment. Ask George to show the video segment of “Ferris Buehler’s day Off” and how it relates to distance learning.</p>
<p style="text-align: center;"><b>Food for Thought</b></p>  <p style="text-align: center;"><b>If you always do what you’ve always done, you’ll always get what you’ve always gotten!</b></p>	<p>Teachers should also take advantage of asynchronous activities as part of their distance learning class. Textbooks, readings, research, etc., can all have an appropriate place in the dl classroom.</p> <p>Distance learning is becoming more and more popular and ubiquitous, primarily because of it ease of use, cost efficiency and that it provides access and equity for our students wherever they may be. Our best teachers should be “exposed” to our students at many schools to provide equitable curricular offerings. New courses not possible in high schools can often be developed, especially with the help of universities and colleges as concurrent enrollment courses. Currently Utah has about 22,000 student in concurrent enrollment programs, with about 1/4th of them in a distance learning environment on any given day.</p>
<p style="text-align: center;"><b>Seven Dimensions for Gauging Progress</b></p> <ul style="list-style-type: none"> <li>▪ LEARNERS</li> <li>▪ LEARNING ENVIRONMENTS</li> <li>▪ PROFESSIONAL DEVELOPMENT</li> <li>▪ SYSTEM CAPACITY</li> <li>▪ COMMUNITY CONNECTIONS</li> <li>▪ TECHNOLOGY CAPACITY</li> <li>▪ ACCOUNTABILITY</li> </ul> <p style="text-align: right;"><i>Milken Exchange on Education Technology</i></p>	



Display	Notes
<p style="text-align: center;"><b>LEARNERS</b></p> <p><b>Are students using technology in ways that deepen their understanding of academic content and advance their knowledge of the world around them?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Finding suitable and enthusiastic teachers to become involved in distance learning classes is not a matter of simply choosing a “guinea pig” teacher and twisting their arm, and saying to them” “We hope you like doing this?” Distance learning teachers should be encouraged by administrations and equally rewarded for their efforts. Distance learning is not easy and is not suited for any teacher. Some teachers will never be good distance learning teachers and should not be forced into that situation. New teachers, just starting their profession should never be asked to be involved in distance learning unless they have already had significant experience in front of a teaching camera. You might ask yourself then: “Just what is an effective teacher?” Notice I didn’t say, what is an effective distance learning teacher. Effective teachers often demonstrate concepts rather than just tell. Effective teachers use all the resources available to them. Effective teachers increase their “aite-time” after asking a question. Effective teachers often provides cues and prompts to learners who respond incorrectly to oral answers, rather than just giving the answer.</p>
<p style="text-align: center;"><b>LEARNERS</b></p> <ul style="list-style-type: none"> <li>▪ <b>Desired student outcomes must guide technology selection and use.</b></li> <li>▪ <b>Clear academic goals should govern, so that the focus is on achievement rather than on dazzling technological tools.</b></li> </ul>	<p>One of the advantages to distance learning to our districts is that often schools, with declining enrollments can pool students from different schools together to adequately fill a class. That is why distance learning classes should never compete with classes from the regular curriculum from the schools.</p>
<p style="text-align: center;"><b>LEARNERS</b></p> <p><b>The object of technology-enhanced teaching is improved student learning.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Improve achievement in core subjects</b> <ul style="list-style-type: none"> <li>- <b>TEACH THE CORE</b></li> </ul> </li> <li>▪ <b>Increase technology capacity and skill</b> <ul style="list-style-type: none"> <li>- <b>NEW ED TECH CORE</b></li> </ul> </li> <li>▪ <b>Increase motivation for learning</b> <ul style="list-style-type: none"> <li>- <b>AT-RISK</b></li> </ul> </li> </ul>	






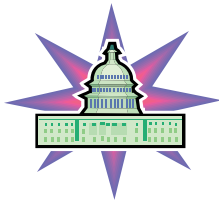
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<div data-bbox="293 275 841 716" data-label="Image"> </div> <div data-bbox="147 709 196 751">13</div>	<p>This is an actual photograph of a CAD drawn part, drawn and then manufactured by a 16 year old student at one of our ATC's here in Utah. The student has always been in trouble at school. His teachers had virtually "given up" on him until he found his way into a drafting-manufacturing program that allowed his attention to be focused on a visible outcome--something he could do right now. The tools of technology can be used to help our students achieve a "desired student outcome." The computer was just a way to get there!</p>
<div data-bbox="321 787 829 829" data-label="Section-Header"> <h3>LEARNING ENVIRONMENTS</h3> </div> <div data-bbox="224 877 716 1052" data-label="Text"> <p>Is the learning environment designed to achieve high academic performance by students?</p> </div> <div data-bbox="443 1052 781 1283" data-label="Image"> </div> <div data-bbox="142 1262 191 1304">14</div>	<p>Several years ago, a very talented teacher in Cache Valley integrated technology for his young students. He found his love for teaching could be expanded by integrating technology to help kids understand and do more with their science and environmental classes. His name was Joe Campbell....This picture is dedicated to our distance learning friend and great mentor: Joe passed away three years ago, and was instrumental in many of the technology tools used in Utah at UEN. He taught at Mt. Crest HS</p>
<div data-bbox="321 1409 829 1451" data-label="Section-Header"> <h3>LEARNING ENVIRONMENTS</h3> </div> <div data-bbox="224 1499 906 1808" data-label="Text"> <p>Technology is integrated when "it is used in a seamless manner to support and extend curriculum objectives and to engage students in meaningful learning. It is not something one does separately; it is part of the daily activities taking place in the classroom."</p> </div> <div data-bbox="142 1787 191 1829">15</div>	<div data-bbox="979 1451 1495 1829" data-label="Image"> </div>



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<p><b>LEARNING ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>Teachers acquire new roles           <ul style="list-style-type: none"> <li>Coach, Facilitator, Mentor</li> <li>No longer provide all the information and knowledge students need.</li> </ul> </li> <li>Students change roles           <ul style="list-style-type: none"> <li>Take an active role in their own learning</li> <li>Act as trainers and teachers for other students and for adults</li> </ul> </li> </ul>	<p>We have stressed the concept of constructivism in our teaching. Student centered learning used to be called “discovery learning” or learning by inquiry. It has matured over the years. Farhad Saba comments in some of his works with Rick Shearer on “Transactional Distance” learning. As the need for student autonomy increases the need for more structure provided by the teacher goes down, conversely, more structure provided by the instructor results in less autonomy for the student. If I tell the student everything he has to do and how to do it, that is all I will likely get--What I asked for. It becomes a delicate balance for the teacher and the student in playing out effective constructivism. The goal of a constructivist learning environment is not the accurate transfer of content from the instructor to the learner. Instead, the learner is given tasks and opportunities, information resources and support, and is encouraged to construct their own version of the content, subject to revision through feedback...In general, a constructivist approach is more learner-focused and less teacher-focused. The emphasis is on making a set of tasks and resources available to learners and creating an environment in which the learners can actively create their own meaning in that context, rather than to passively absorb knowledge structures created by the instructor.</p>
<p><b>16</b></p> <p><b>Elementary Scenario</b></p> <p><b>Music, Social Studies, Current Events</b></p>  <p>Smetana's Moldau</p> 	<p>Sevier District World War II Multimedia Project</p>
<p><b>17</b></p> <p><b>Secondary Scenario</b></p>   <p><b>Social Studies, Language Arts, Mathematics</b></p>	<p><b>18</b></p>





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<p align="center"><b>PROFESSIONAL COMPETENCY</b></p> <p><b>Are educators fluent with technology and do they effectively use technology to the learning advantage of students?</b></p> 	<p>In this approach, the instructor's role moves toward being a coach and orchestrator of resources, and moves away from being the sole source of information. The emphasis is on case studies, problem solving, and the creation of meaning. <i>Dodge, B. (1996) Distance learning on the World Wide Web, published in Brandon, B. et.al, Computer Trainer's Personal Trainer's Guide, Que Education &amp; Training.</i></p>
<p align="center"><b>PROFESSIONAL COMPETENCY</b></p> <p><b>At least 30% of the technology budget should be devoted to professional development to ensure that teachers are well prepared to make informed judgments about WHY and WHEN and HOW to use technology.</b></p> 	<p>Have you taken the U-TAP survey? If you haven't--well, you really need to do that! It can be accessed at:</p> <p><b><a href="http://wwwj1.uen.org/UTAP/">http://wwwj1.uen.org/UTAP/</a></b></p> <p><b>Utah Technology Awareness Project</b></p> <p>Utah educators who have registered with UEN can take full advantage of the tool and keep their answers separate from others, by using their UEN information to login.</p>
<p align="center"><b>PROFESSIONAL DEVELOPMENT</b></p> <p><b>Unsuccessful Characteristics</b></p> <ul style="list-style-type: none"> <li>– One-day workshops</li> <li>– Training on generic hardware and software</li> <li>– Conducted by non-educators</li> <li>– Online mentoring without personal relationship to participants</li> </ul>	

Display	Notes
<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p><b>Successful Characteristics</b></p> <ul style="list-style-type: none"> <li>– <b>STUDENT LEARNING FOCUS!</b></li> <li>– Intensive, continuing, collegial</li> <li>– Job-embedded <ul style="list-style-type: none"> <li>• on equipment they will use</li> <li>• taught to use applications as if they were the students</li> <li>• school-based mentors (including students)</li> </ul> </li> </ul>	
<p><b>SYSTEM CAPACITY</b></p> <p>Is the entire education system re-engineering itself to meet the needs of students in this knowledge-based, global society?</p> 	
<p><b>SYSTEMS CAPACITY</b></p> <ul style="list-style-type: none"> <li>▪ <b>Vision</b> <ul style="list-style-type: none"> <li>– The best results are achieved when technology is a part of a clearly articulated vision for school reform and closely tied to district or school improvement goals.</li> <li>– The Field of Dreams implementation plan will NOT work: “Build a technology infrastructure and teachers and learners will come.”</li> </ul> </li> </ul>	

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<p style="text-align: center;"><b>SYSTEMS CAPACITY</b></p> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>– Leadership is the single most important factor affecting the successful integration of technology.</li> <li>– Substantial amount of time is needed for planning, teaching, assessing, revising, and implementing               <ul style="list-style-type: none"> <li>• shifting school hours</li> <li>• extensive use of substitutes</li> <li>• allowing teachers to visit model classrooms</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>COMMUNITY CONNECTIONS</b></p> <p>Is the school-community relationship one of trust and respect, and is this translating into beneficial, sustainable partnerships in learning technology?</p>	
<p style="text-align: center;"><b>COMMUNITY CONNECTIONS</b></p> <p>When these connections are well established, families are more involved and supportive of the educational process, communities are more committed to their schools, and schools have a better understanding of both the needs and the resources in the community.</p>	

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<p style="text-align: center;"><b>TECHNOLOGY CAPACITY</b></p> <p>Are there adequate technologies, networks, electronic resources and support to reach the education systems learning goals?</p> <p>28</p>	
<p style="text-align: center;"><b>TECHNOLOGY CAPACITY</b></p> <p>The technology infrastructure must:</p> <ul style="list-style-type: none"> <li>– be in place</li> <li>– be connected</li> <li>– work</li> <li>– be thoughtfully used!</li> </ul> <p>Computer labs take a back seat to well-equipped classroom workstations, peripherals, and ever-smaller and more powerful equipment.</p> <p>29</p>	
<p style="text-align: center;"><b>ACCOUNTABILITY</b></p> <p>Is there agreement on what success with technology looks like? Are there measures in place to track progress and report results?</p>  <p>30</p>	

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<p style="text-align: center;"><b>WANTED PLANNING LEADERSHIP</b></p> <p>Imagination to see... Intelligence to invent... Courage to see it through...</p> 	
<p>31</p> <p style="text-align: center;"><b>Imagination, Intelligence, Courage I shall be telling this with a sigh Somewhere ages and ages hence:</b></p> 	<p><b>Two paths diverged in a wood, And I took the road less-traveled by. And that has made all the difference.</b></p> <p style="text-align: right;"><i>Robert Frost</i></p>
<p>32</p> <p>End of Powerpoint. There is a very short article from DEOS listserve called "What Am I Doing Here?" by Robert Aucoin. There are special notes on the PDF, which should be rather interesting if you can do this activity.... good luck. After you have read this material, reflect on how your experience has been with your EDTech program. Many of your classes have had a partial or even totally online presence. The Threaded Discussion Topic of the week is "PDF Reading: Distance Learning--What Am I Doing Here...1 page" This article goes with the threaded discussion listed below (see item 13). Read first, try to get his comment, then post yours and his conversation!</p>	



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<p>Readings:</p> <p><b>PDF Reading:</b> Distance Learning--What Am I Doing Here...1 page” This article goes with the threaded discussion listed on page 12 of this ISG (see item 13 in the detailed syllabus for specifics too.) Read first, try to get his comment , then post yours and his conversation and comments.</p> <p><b>PDF Reading:</b> Landmark Study Yields First-Ever Data on Distance Education in Elementary and Secondary Schools. Abstract 2 pages</p> <p><b>PDF Reading:</b> Landmark Study Yields First-Ever Data on Distance Education in Elementary and Secondary Schools. This article is 97 pages long. It is not necessary to read the entire document, look at it on your computer and read only pages 1-17 (the text of document)</p> <p><b>PDF Reading: Teaching at an Internet Distance: the Pedagogy of Online Teaching and Learning--</b>(This report is rather long-60 pages, just review pages 34-42 on Online Evaluation) There are some good sections in this report published by the University of Illinois. Their school has a large distance learning (online) department and they initiated training and support for teachers who wanted to put their classes online.</p> <p><b>PDF Reading: Demonstrating Good Teaching, David G. Brown.</b> 2 pages. A great (very short) article by Syllabus (Technology for Higher Education). Dr. Brown gives 10 ideas that an online teacher can use to evaluate their students. It is quick and apparently simple solution to the online evaluation puzzle. Good reading.</p> <p><b>Internet Reading: Journal of Distance Education (2001) Monitoring Student Performance in Online Courses: New Game—New Rules</b>, George Pappas, Ellen Lederman, Brooke Broadbent. <a href="http://cade.athabasca.ca/vol16.2/pappasetal.html">http://cade.athabasca.ca/vol16.2/pappasetal.html</a> (2 pages) (Abstract: <a href="http://www.distance-educator.com/dnews/Article9956.phtml">http://www.distance-educator.com/dnews/Article9956.phtml</a>). There are some real challenges to formative and summative evaluation processes in an online teaching environment that are not present in traditional teaching: No visual or aural clues, plagiarism, validating student identity, etc. The authors are not university instructors, but work in the safety industry, where on-time, as-needed training is mandatory for employees. Instructors must be sure of identity and competence--it's often a matter of life and death! Read this six page report on their experiences. Interesting reading.</p> <p><b>EDNET Newsletter Reading: Training vs. Education Online Version 12/288/1999.</b> See <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=159">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=159</a>. What's the difference between education and training? There's a good topic! The web may not be the best place for many forms of education. Mentoring, group discussions, media rich materials--which to use and over what type of medium? Visit the EDNET Newsletter to read more about it.</p>	

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<p><b><u>EDNET Newsletter Reading: How to Check Out Distance Learning Programs</u></b>-- <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=802">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=802</a>. We get emails from online diploma mills every day. If we're really interested in finding a reputable, quality online training program for our students or ourselves, how do we become "savvy consumers" and check out the competition? Visit the EDNET Newsletter to read more about it.</p> <p><b>Quiz #5.</b> March 23 through March 30. The topic is on modifying content for delivery on distance learning. I like to call this particular quiz....Scenarios 4 u. It is pretty easy. Just apply some common sense and you will do fine.</p> <p><b>Our Guest Speaker</b> next week on EDNET/POLYCOM is Dr. David Stokes from Westminster College. Dr. Stokes is an internationally known speaker/presenter on distance learning issues. He is over the Master's program in Instructional Technology at Westminster College. Their school offers the Distance Learning Endorsement just like USU does, only more expensive! Visit their website and see what they are all about: <a href="http://people.westminstercollege.edu/faculty/dstokes/DLE/">http://people.westminstercollege.edu/faculty/dstokes/DLE/</a></p> <p><b>Assignments: As our class comes close to ending, be sure to have the following assignment done in the next month, if you have not done so all ready.</b></p> <table> <tr> <td>Synchronous Instructional Development Project</td><td>30</td></tr> <tr> <td>Distance Learning Issue Paper</td><td>10</td></tr> <tr> <td>Technology Paper and Demonstration</td><td>15</td></tr> <tr> <td>Distance Learning Application Paper</td><td>10</td></tr> <tr> <td>Threaded Discussion Postings (minimum 20)</td><td>10</td></tr> <tr> <td><u>Optional</u> Distance Learning Observations 6 @ 5 pts each_(30)</td><td></td></tr> <tr> <td><b>Total</b></td><td><b>75</b></td></tr> <tr> <td>Quizzes (6 @ 5pts each WebCT)</td><td>30</td></tr> <tr> <td><b>Total</b></td><td><b>105</b></td></tr> </table> <p><b>Observations are optional and extra credit</b></p>		Synchronous Instructional Development Project	30	Distance Learning Issue Paper	10	Technology Paper and Demonstration	15	Distance Learning Application Paper	10	Threaded Discussion Postings (minimum 20)	10	<u>Optional</u> Distance Learning Observations 6 @ 5 pts each_(30)		<b>Total</b>	<b>75</b>	Quizzes (6 @ 5pts each WebCT)	30	<b>Total</b>	<b>105</b>
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	<p>You should have most of these papers about done now. We will meet next on March 30. April 6, 13, and 20th are reserved for you to complete the Synchronous DL project and complete your papers. Check your syllabus if you aren't sure about this. Contact George as soon as you can to arrange for your presentation time. You can work with another person. Check with George on this first!</p> <p>If there is time, you may elect to submit some papers as presentations instead of a written document. Check with George to arrange for ALL presentations.</p> <p><i>Last but not least. See item 13 on the detail syllabus document for this lesson (10). There is a fun reading called: "Costello Calls to Buy a Computer From Abbott." If you say: "Who are Abbot and Costello?" Well, you just dated yourself and are of a much younger generation. This famous duo from Vaudeville, did a comedy routine on the radio in the late 1930's (Now, George is not that old!). But it was immensely popular and once in a while, you may have heard of "Who's on First!?" It has recently been rewritten to a more modern geneation. Perhaps it might explain technophobia in some of our older counterparts! Anyway, you will enjoy reading it.</i></p> <p><i>George</i></p>